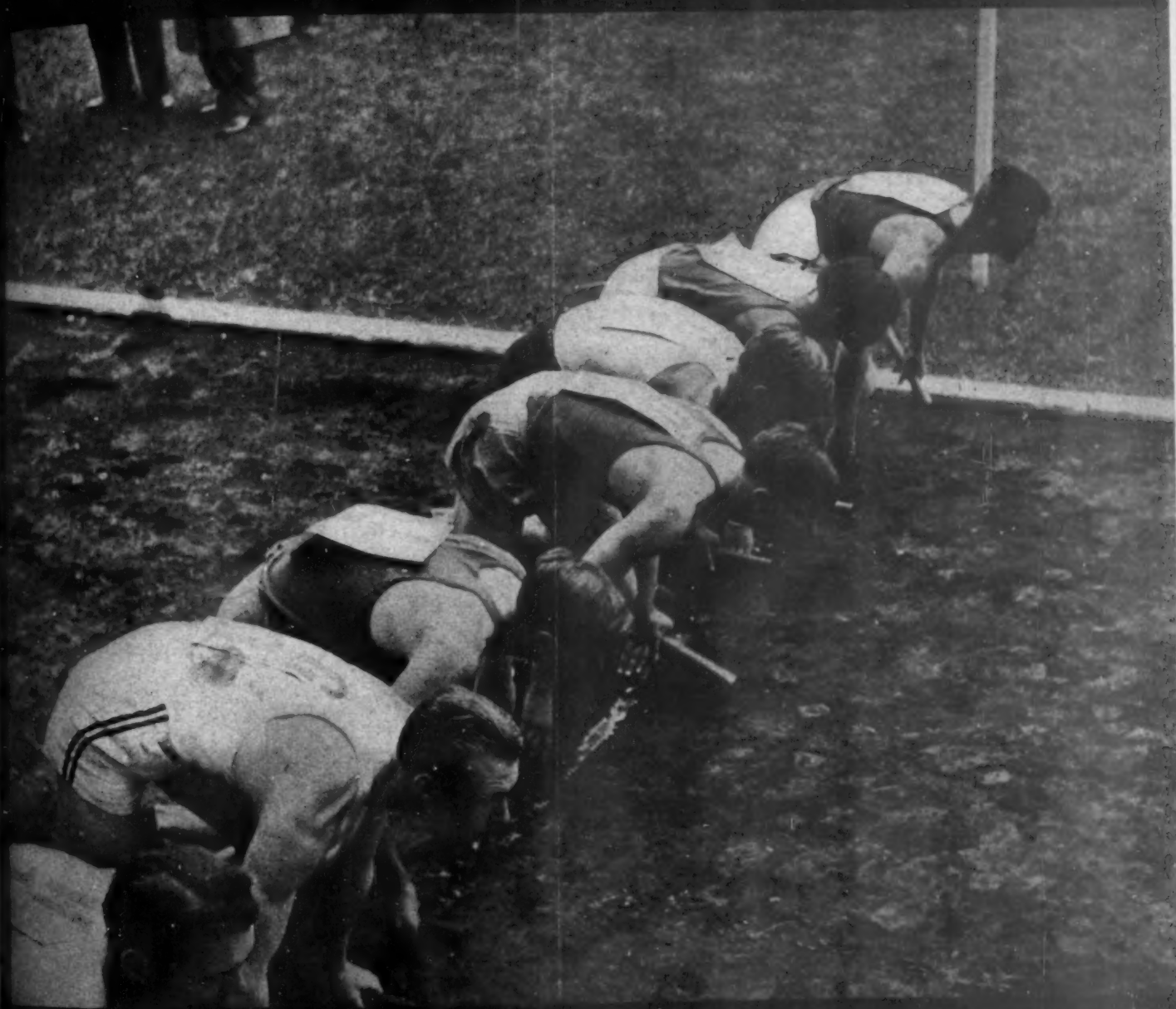


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Editor: OWEN REED

Assistant Editor: H. L. MASIN

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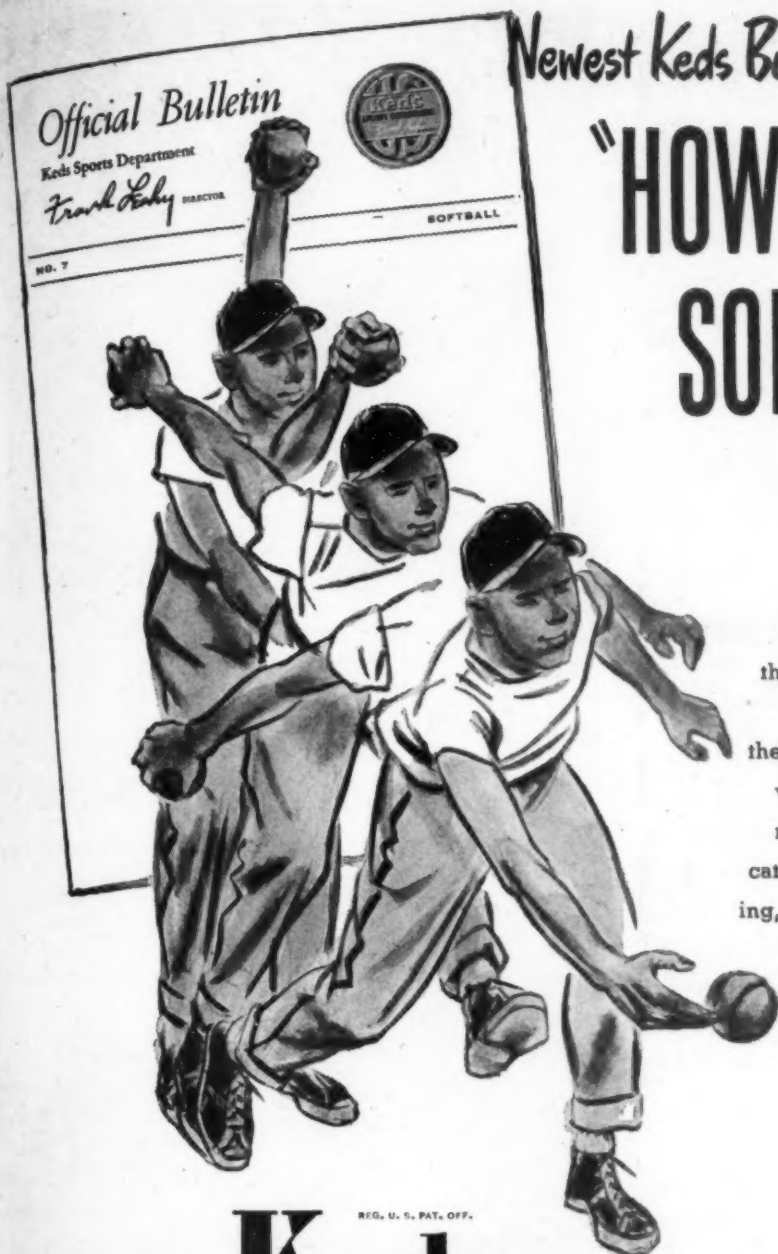
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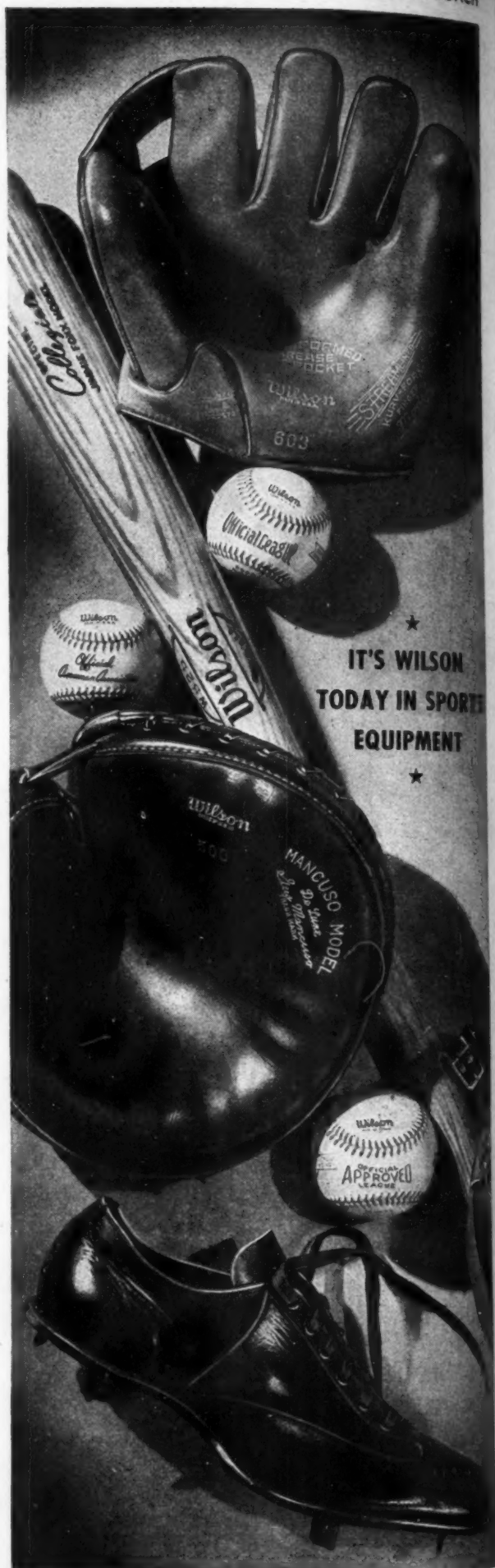
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N. Y. Sportswriters Swing at State Education Officials — No Hits, No Runs, One Error

"Blind and naked ignorance delivers brawling judgments, unashamed, on all things all day long."—ALFRED, LORD TENNYSON.

IN New York City these days, you don't need a Norden bomb-sight to score a hit with this block (head) buster. A few of the local sportswriters are offering wide open targets.

For years now, they've been baiting Dr. Hiram A. Jones, director of the division of health and physical education in the state education department. They accuse him of committing the state to a program of dumbbell swinging, intramurals, rhythmic dancing, basket weaving, and other such genteel activities.

Furthermore, they claim, he is a home-front fuehrer who, together with his satraps, are out to put the quietus on all inter-school athletics in New York City.

What, you may ask, brought all this on? We'll give you one guess. Right—the "fuehrer" thumbed down a couple of post-season high school games. We can hear the groans of you state athletic officers. Is there one state administrator who has never had his hair singed for the same reason?

Now we don't want to run down sportswriters. On the whole they're swell people—they're objective, fair and generous. But when they delve into the educational aspects of schoolboy sports, they're way off base.

Few of them know the background of athletic administrative policy, the myriad problems and the evolution of the present codes. So, when they sound off on the subject, you can expect a typographical charivari.

Which brings us back to New York. Undeniably, schoolboy sports

in the city are in a bad way. Baseball is giving off death rattles. Football is being backed to the goal line. Track is conspicuous by its blazing unpopularity. And even basketball, the traditional bread-and-butter sport, staggered a little this season.

THE anti-state-department bloc blame it all on Dr. Jones and his machiavellian hierarchy. In addition to the earlier mentioned charges, they accuse the state educators of deliberately undermining sports with the hope of eventually replacing them with a mass exercise program!

Such corn hasn't been husked since East Lynne. The state department is being blamed for something that is entirely a local problem. City sports are under the aegis of a public school athletic league, which is practically an autonomous body. True it must abide by certain state regulations. But these rarely hamper its freedom of initiative.

This body, then, is the driving force behind city sports and it is this body that must take all the bouquets and brickbats.

Mind you, this is no indictment

of the public school league. The organization is made up of progressive athletic administrators who have a fine sense of balance and proportion. They've spent years playing, coaching, studying and administering sports. They are guided by one principle—the health of the boy. And these are the men who are sneeringly called "professional dumbbell swingers."

Unfortunately, promoting sports in a city of New York's size, variegated tastes and educational framework is a stupendous and sometimes almost impossible task. Many schools have no sports fields. No moneys are allotted to sports—they must be self-supporting. Coaches are full-time physical education teachers, who are not paid extra for coaching. And the students, either because they haven't the money or haven't the inclination, aren't supporting the teams.

What have the newspapers been doing to help? They've been "plugging" schoolboy sports with a few paragraphs a day, usually by a second-string reporter. One of the columnists who bleated the loudest about the deteriorating sports program works on a paper that hasn't printed anything on school sports for months!

In any light, one thing emerges clearly from all this—the fault definitely does not stem from the state department.

LET'S look into those terrible state officers whom the sportswriters accuse of collusion against sports. What are their views on interscholastic competition? What kind of blockbusters are they dumping on sports? Well, folks, here are a couple of things they believe in:

1. A prescribed number of games for each sports season.
2. A time limit for each season.
3. Wholesome eligibility standards.

(Concluded on page 23)

SCHOLASTIC COACH AT YOUR SERVICE

THANKS for all the nice things you said about our January post-war issue. That invitation we extended to help with your building and program problems still goes. We'll answer your letters personally if we can or, if unable to do so, will pass them on to accepted authorities.

If your problem concerns equipment, and you would like the manufacturers to pass judgment on it, we will see that your

letter reaches the proper sources. We will be happy to publish any program or equipment ideas that have merit.

By serving as a clearing house for ideas and problems, we hope, first, to facilitate post-war planning for you school men and second, to help to establish firmly the finest physical education and sports program in educational history.

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AWARDED
Oct. 16, 1943

SOFTBALL'S DEFENSIVE STRATEGY

By B. B. Bullington

Readers impressed with the remarkable clarity and authority of B. B. Bullington's treatise will be interested to know that the techniques described therein were influential in winning the 1942 world's softball championship for the Deep Rock Oilers of Tulsa, Okla., whom B. B. manages.

COACHES who argue that softball is all defense may, like most extremists, be run down between the bases. No matter how you twist or dodge, you can't escape the fact that you need runs to win. But one thing no one will gainsay, and that is that defense clearly dominates offense.

It isn't that the batters are so weak; it's the handicaps they work against. For one thing, softball has a tenth man. Yet the ball cannot be batted as far as a baseball and, being bigger, is easier to field.

However, this is relatively innocuous—compared to the pitching aspect. The softball pitcher's box is 7 ft. 6 in. closer to the plate than in hardball and, while the ball is bigger and must be delivered underhand, it can be pitched nearly as fast and with as much "stuff" as a baseball.

So in our exposition on defense, we will start with the pitcher and then go on to general infield defense.

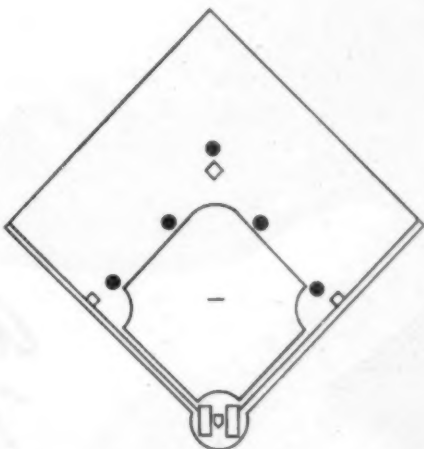
The best initial tip to all starting pitchers, as well as coaches, is to learn the pitching rule. The pitcher must take a stance with the ball held in both hands in front of the body, with both feet squarely on

the ground in contact with the pitcher's plate.

Only one step may be taken, forward and toward the batter. The pivot foot must remain on the ground until the ball has been delivered. The pitcher must also make sure that the hand and wrist pass the body before the ball is released. He may use any kind of wind-up, as long as he delivers the ball with his hand below the hip and his wrist not farther from the body than the elbow.

There are three distinct methods of wind-up, which I classify as the Figure 8, the Windmill and the Rocker-arm.

The Figure 8 is a delivery almost

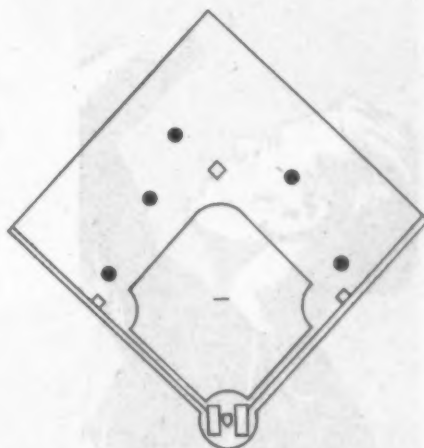


Cutting off a run; first and third move to positions about even or slightly in front of base lines; second and short deploy on inside of base lines in straight-away positions; while shortfielder plays within a foot or two of second base.

directly opposite to a baseball pitcher's overhand wind-up. The pitching arm affects a sweeping motion outwardly, down behind the back, then upward until the arm is fully extended. It is then brought straight through past the leg and directly forward to the point of delivery.

This type of pitcher, in taking his stance on the rubber, ordinarily places the toe opposite his pitching arm at the back corner of the plate squarely facing home plate. The other foot is placed at approximately a 45° angle, flat on the rubber.

At the completion of the wind-up, the back foot moves forward off the rubber. The balance foot follows, after the release, placing the pitcher in a position to move either way to field the ball.



Normal infield setup, with first baseman about 5 ft. off bag and 8 or 10 ft. back of base line; second baseman about 20 ft. to right and at 45-degree angle from bag; short in similar position on other side; third close to bag; shortfield optional.

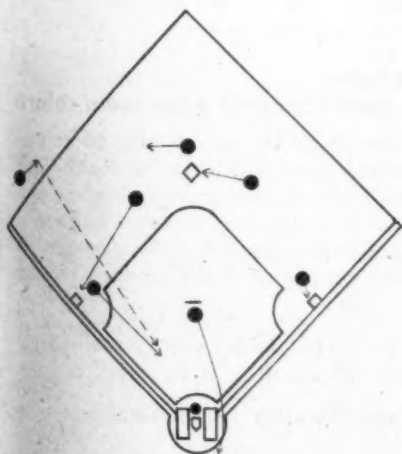
The Windmill pitch is executed with both feet flat on the rubber, squarely facing the batter. The ball is properly addressed and, after dropping vertically to the side of the body, is brought forward and completely over head in windmill fashion.

The Rocker-arm is executed from the same stance as that of the Windmill except that the arm is brought far back behind the pitcher's body to a fully extended position, well over his head. Then the ball is released with a sweeping downward motion. This is, of course, a modified Windmill pitch.

I believe the Figure 8 offers a more versatile choice of pitches. This refers, however, to the pitcher who grasps the ball like a baseball. That is, with the thumb and the first two fingers on the seams on opposite sides of the ball and the third and fourth fingers folded along the side.

This type of pitcher can develop a slider, an outcurve, an incurve, a downer or drop, a change of pace, and a fast ball. Each, with the exception of the change of pace, is thrown with the ball grasped as described; the thumb and wrist supply the desired curve.

The change of pace must be developed by the individual pitcher, using a grip adaptable to his hand and fingers. Experimentation with a number of different methods of holding the ball will develop the change, which is one of the most



Cut-off play, men on first and second, single to left: first and second cover their bags; short covers third; pitcher backs up the plate; and third acts as cut-off man between pitcher's box and the plate; the catcher calls the play.

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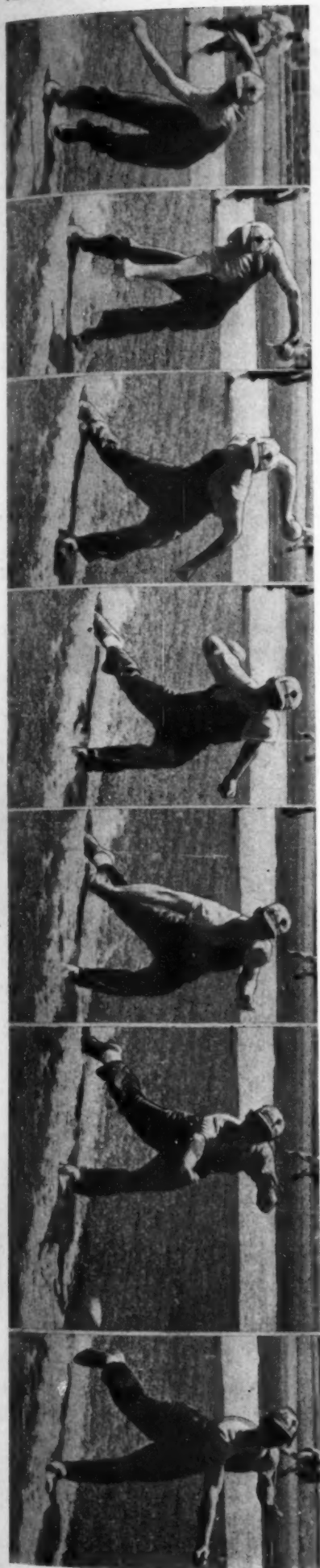
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No. 66 Heavy White duck upper with leather toe, eye row, top row & backstay

No. 777 Heavy Black duck upper same as No. 66

Black Rubber Bar Design Suction Soles

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CAMBRIDGE, MASSACHUSETTS



feared of softball deliveries as well as the most difficult to develop.

The Windmill and the Rocker-arm pitchers rely mainly upon a sharp breaking drop, a change of pace, and a slider. The slider, so called for its tendency to break sharply upward and slide away from the hitter, is thrown with a snap motion of the wrist and outward flick of the thumb, the ball rolling directly off the tip of the first finger. To develop this pitch successfully, the pitcher must have a good natural fast ball.

There are so many different methods of throwing the various curves that no attempt will be made to describe them. Basically it is a matter of "trial and error" for each person.

One of the weakest links in softball defense has been the inability of most pitchers to field their position. Owing to the short distance between the pitching mound and the batter's box, it is extremely difficult for the pitcher to come off the rubber in a proper position to field both sides of the diamond.

In planning defense plays for the pitcher, I have usually allowed him to field only to his left, assigning the third baseman to plays on the right. However, practice will develop a pitcher's ability to field both right and left.

Above all other pitching considerations is the matter of control, or the ability to throw the ball to a target indicated by the catcher. This is obtained only through much patient practice.

Whenever possible, the pitching candidate should have someone with a bat, simulating the hitter under actual game conditions, standing in the batter's box. This, of course, aids in the development of control as well as of poise on the pitching mound. Complete relaxation, or poise, is necessary to any pitcher.

In batting practice, the regular pitchers should take their turn pitching to the hitters. The warm-up is especially important, even before entering the box for batting practice pitching. For this pitching, it is wise to use only a medium fast straight ball for a round or two be-

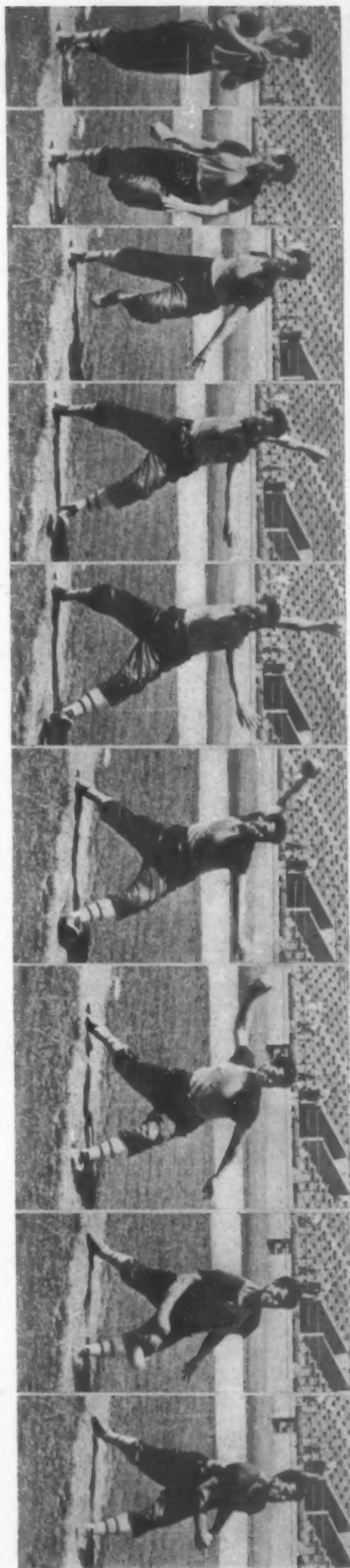
(Continued on page 37)

FIGURE 8

The hurler swings his arm out, down behind his back, then up until the arm is fully extended back of the hip. The release is made straight through past leg.

ROCKER-ARM

A modified Windmill motion; the arm is brought far back behind the body to an extended position well overhead; and released with a powerful arm sweep.



the Schoolboy Catcher

BY JACK COOMBS

One of the greatest pitchers of all time, Jack Coombs now coaches at Duke University. He is author of the splendid technical text, "Baseball, Individual Play and Team Strategy."

IF I HAD the chance to re-live my baseball career, I would be a catcher instead of a pitcher. Why? Because catching is the most interesting position in baseball.

The catcher is the only man who sees every play. He directs a large part of the infield strategy. And he is the busiest player on the field. Many a game is won or lost by his throwing arm, by his judgment in handling the pitcher and by his knowledge of opposing batters.

One of the catcher's most important duties is to signal the pitch. Here his knowledge of the pitcher's ability and his judgment of the opposing batsmen are of great value.

A good catcher is always studying the batter—his stance, his stride and his swing. He can thus signal for the pitch least likely to be hit.

Giving the sign

Signals are nearly always given in a squatting position. The mitt hangs over the left knee, the legs are close together and the bare hand is flat on the right leg close enough to the body to prevent coaches and opposing runners from seeing it.

Here is a good system of signals: The flat hand close to the body for a fast ball; one finger for a curve ball; two fingers for a slow ball; and the thumb extended for a pitchout or waste ball.

After giving the signal, the catcher assumes a natural, well-balanced position—which he keeps until the ball is delivered. He should remember that the pitcher has picked out some definite part of his body as a target. If he moves while the pitcher is winding up, he is liable to affect his aim and cause him to lose control.

In receiving the ball, the action of the catcher's knees is as important as the action of his arms and hands. It takes good strong legs to do all the quick bending and straightening necessary to maintain the correct catching position.

The fingers of the bare hand should never point toward the pitcher when receiving the ball.

Smart catchers cup the fingers or roll them into a semi-fist to protect them against injury. On a pitch above the waist, the ball is caught with the fingers up. When the ball is below the waist, the thumb and fingers point toward the ground.

Footwork is of considerable importance in keeping the body in front of the ball. It is often necessary to shift a foot. Wide pitches, for example, may be handled more easily by stepping to the side on which the ball is thrown. If the pitch is wide to the left, the step is made with the left foot. On wide ones to the right, the step is with the right foot.

Waste balls usually require a shift. As the ball is released, the catcher brings his left foot behind the right, steps out with the right foot and swings the left foot forward into the throwing position. This is against a right-handed batter. The footwork is reversed for left-handed batsmen.

The catcher should be directly behind the plate and as close as possible to the batsman. In fact, he should be so close that the swing of the bat just misses his mitt. However, he cannot interfere with the bat.

A particular advantage of staying close to the plate is that it gives the catcher a better chance to handle low pitches—especially a low curve.

The pitch into the dirt is the hardest to handle. The catcher may break a finger or split a thumb if he isn't careful. He should turn the face of the mitt—with fingers down—and the palm of the bare hand (not the fingers) toward the ball.

Quite often a pitched ball, especially a low curve, will hit the ground before it crosses the plate. These are hard to stop and harder to catch. By dropping to his knees, right in the path of the ball, the catcher may use his body as a barrier.

With a runner on first, a good catcher always expects a steal. He whips into throwing position on every pitch. The wiser catchers adjust their stance beforehand. That is, they place their left foot slightly in advance. This enables them to make the throw without losing time. Very rarely should a runner be permitted to go down unchallenged. If the catcher is ever alert

and ever ready to peg to basemen, the runners won't dare take long leads.

Most of a catcher's fielding plays involve foul flies and bunted balls in front of the plate. He should go out on all bunts, for many of them are within his reach. A bunt should never be fielded with one hand where it is possible to use both. The mitt should be placed in front of the ball to stop the roll, and the ball then picked up with both hands. By this time, the body should be in throwing position.

Fly balls should be handled by the infielders wherever possible. When the catcher goes for one, he should try to get directly under it. This position gives him a chance to step back or step forward as it comes down.

Tips on foul tips

With practice the catcher will learn to tell, by using his eyes and ears, whether the batter has hit a high foul fly or just tipped the ball.

In a great majority of cases, an inside pitch will be fouled over the catcher's left shoulder and an outside pitch over the right shoulder—assuming the batter is right-handed. This rule is reversed when the batter is left-handed. If he remembers this, the catcher will know which way to turn as he whips off his mask. The mask should always be grasped firmly and, after the direction of the foul has been discerned, quickly discarded in the opposite direction.

Following are a few pointers for young catchers:

1. If the third baseman fields a bunt with a runner on first, shout instructions to him, then run to third to prevent the runner from advancing an extra base.

2. Never attempt to catch a runner off first when second (but not third) is occupied. If you do, you are practically inviting the runner on second to steal.

3. Never attempt to tag a runner at the plate before you have a firm grip on the ball. Get the ball first, then tag the runner. Don't tag him before you have the ball.

It takes time and patience to develop an expert catcher. The boy must study and practice.

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THE SIGN AND THE TARGET

Left, giving the sign: From a squat with feet rather close together and parallel to each other, knees apart and trunk slightly forward, the catcher places right hand against inside of right thigh. Hand is not dropped below crotch lest sign be stolen from rear. Gloved hand over knee masks sign from third base coach.

Right, presenting a target: Body is in a crouch with left foot slightly in advance and weight over balls of feet. Bare hand is held flat against back of glove.

Below, the throw: Ball is cocked back of ear and a step taken with left foot toward target. Throw is made overhand without a windup.



MAKING THE CATCH

Smart catchers cup the fingers of the bare hand or roll them into a semi-fist. The hands give a little with the catch; up and in on low pitches, and down and in on high ones.

Above left, making a high catch: Ball is caught with fingers of mitt up and heel down.

Above right, making a low catch: On low throws, fingers point down and heel up.

Left, catching a wide pitch to left: Catcher gets his body in front of ball by stepping over with left foot.

Right, handling a wide throw to right: Catcher moves over with his corresponding (right) foot. The feet are never crossed.

These photographs appear in the booklet, *Play Ball!* by Frankie Frisch, and are reproduced here through courtesy of the U. S. Rubber Co.



MASS GAMES

BY DON GARNER



Don S. Garner is director of physical education in the Wheaton, Ill., Public Schools.

THE type of physical educator who throws out a basketball at the beginning of a gym period and then retires from further physical exertion is pretty extinct in this enlightened educational age. But there are still well-meaning instructors who, in their zeal to promote organized sports activity in the everyday physical education program, overlook fundamental educational considerations.

The writer does not minimize the values of sports activities. They are great, perhaps greater than that of any other phase of the program. But where they are not adaptable to the *everyday* program, where they cannot be incorporated without sacrificing many worthwhile activities, they should be offered to the boys through other means, such as intramurals.

In the Wheaton schools, for example, we do not offer basketball to our physical education classes. There are two reasons for this: First, our playing area is limited to

such an extent that we cannot provide for more than ten participants at one time, which would relegate 40 to 50 boys to the sidelines. Second, twice a week we conduct intramural basketball or volleyball for the boys who are interested in these sports and who are not members of the frosh-soph or varsity teams. Over 80 boys participate in this intramural program.

We are one of the few schools in this area which promotes an outdoor physical education program the year around. Through the school each boy buys a sweat suit at minimum cost for this purpose. Great care is exercised to avoid exposure during storms and to avoid any forms of activity engendering dangerous underfooting.

We have conducted our outdoor program in below-zero weather without evidence of anything but a greater resistance to sickness and colds on the part of the boys. On extremely cold days we leave the question of activity up to the boys. Not once have they expressed a desire to remain in the gymnasium.

In addition to our physical fitness

program, which is in line with the Victory Corps Manual, we have employed mass games for large groups. We have used one mass game in particular with highly successful results. We call this game "American Ball," a name which is significant in many respects. In this game are embodied all the features of typical American games, i.e., football, volleyball, track, soccer and basketball.

It appeals to our boys because it provides action and plenty of body contact. Furthermore it permits each boy to indulge in just as much or as little body contact as he chooses. Surprisingly, many boys who at first were reticent about "mixing it up" are now deriving real pleasure out of contact play.

The rules of the game are quite simple and can be easily adapted to almost any situation. For example, when the ground is dry and soft we permit a boy to run with the ball. This naturally involves more body contact, which would not be advisable on rough or frozen ground.

The game is played on a football field or on any large playing area available. The class is divided into two equal groups, each defending a goal. We begin the game by lining up the groups on the 40-yard line, facing each other. The ball is thrown or rolled along the 50-yard line and the game is on.

The object is to put the ball through the goal posts and under the cross bar. The ball may be kicked, batted by hand or carried across the goal line, depending upon the rules in force.

Where no goal posts are available, the entire end lines become the goal areas. A team may score by advancing the ball over any part of the end line. While this reduces body contact, it increases defensive running. In the event of a penalty kick, the entire defensive team may spread out across the goal line.

The scoring system is optional.

Violations of the rules are penalized by a free kick ten yards from the goal line or goal posts as the case may be. Only two goalies are permitted to stand between the goal posts.

(Concluded on page 34)



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- **MAXIMUM** support
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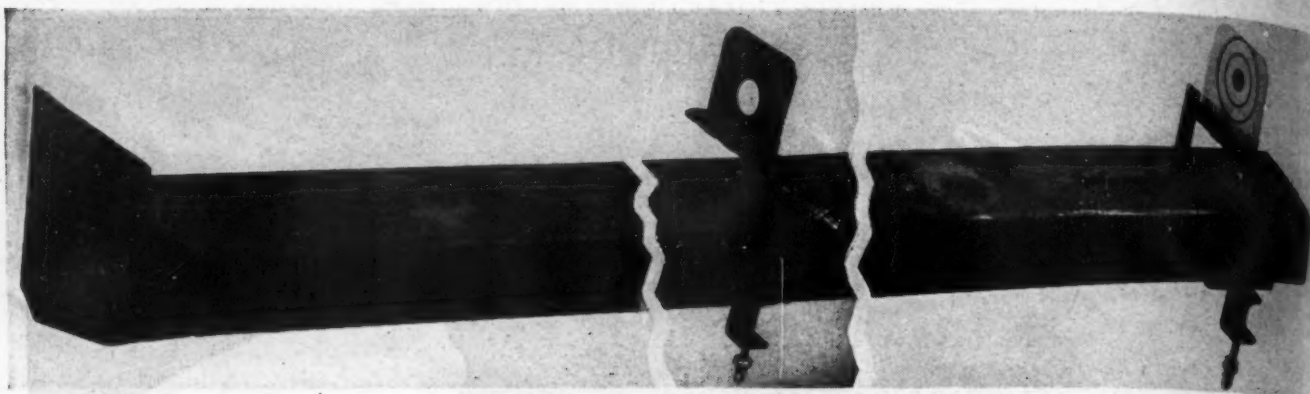
The most efficient way to use tape in the training room. Write for complete information.

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IMPROVED SIGHTING BAR

AN improved version of the regulation sighting bar recently found its way to NRA Headquarters from Clearfield, Pa. J. A. Giles of that city, who is responsible for the new bar, writes that the students of his Small Arms Firing School use it quickly and accurately. "They seem to get a better understanding of the sight picture," he said.

Essentially the bar is the same as the older bar which has served so well for many years. The improvements of the new version are mainly in the positive screw adjustments for the target and the large rear aperture. It is shown in detail with primary dimensions in the accompanying drawings.

The device is mounted on a two-by-four, forty-eight inches long. All parts are made of bar iron three-fourths inch wide by one-sixteenth inch thick with the exception of the target itself and the rear aperture. These are made of medium-gauge sheet metal folded over about three-eighths inch at the bottom for rigidity. Actually there are no positive requirements with respect to the materials used. Anything available will do.

The adjustable mounts are fastened to the side of the bar as shown. First, a fixed L-shaped bar is fastened with wood screws to the bar and extending below it about seven-eighths inch. On each side of this fixed piece, two pieces of this metal are fastened by wood screws, one over the other. Across the top of these is fixed another straight piece two and five-sixteenths inches in length. This strap holds in place the vertically adjustable arm. The side pieces and the cross strap should be snug but not tight; just snug enough to permit the vertical arm to move easily between and under them.

Target and the rear aperture are held by two split rivets drive fit into the horizontal arm as shown. For a firm grip, these rivets are simply forced together with a pair of pliers.

This horizontal arm is held to the vertical arm by means of two metal straps wrapped around snugly under the target.

All parts are very simple and can be made easily by anyone with a few tools and a fair knowledge of their use. The only intricate pieces are the adjustable screws. (Four are needed for each bar.) And they're really not as difficult as they may appear, providing you have and can use a soldering iron.

The screws, to begin with, are three-sixteenths inch round-head machine screws two and one-eighth inches long. These are inserted down through the smooth holes in the upper and lower positions of the vertical arm as shown in the drawings. A hexagonal nut is then run all the way up to the arm as far as it will go, but not too tightly, and soldered in place. The screws must

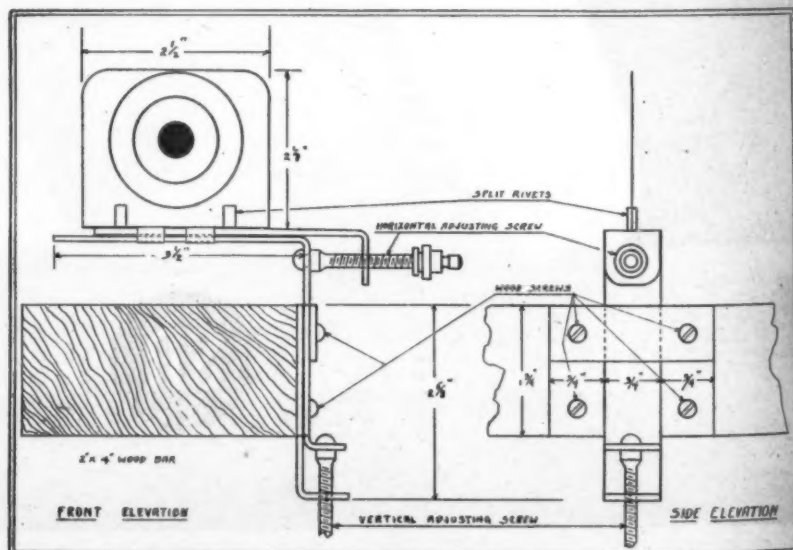
turn freely in these two holes. Then it is run through the threaded holes in the L of the fixed support arm and the horizontal arm as shown.

A knurled nut similar to those used on battery connections is run onto the screw about five-eighths inch and secured in place by means of another hex lock-nut. These two are also soldered into place so that they are immovable. The screws are now ready for making necessary adjustments.

A simple L-shaped piece of iron one-half inch wide and two and one-eighth inches high, fastened to the bar in front of the target by means of two wood screws, serves as the front sight.

The small rear peep hole in the eyepiece is one-eighth inch in diameter in sheet metal similar to that used for the target and the rear aperture sight. It should be located centrally in the eyepiece about one and one-fourth inches above the bar.

If you're interested in enrolling your school in an intramural rifle tournament, see coupon on page 44.



"Rifle shooting teaches fairness in competition," writes **J. G. DIXON**, of Elmer L. Meyers High School, Wilkes-Barre, Penna.

Elmer L. Meyers High School Junior Rifle Club

Associated with the
National Rifle Association of America



WILKES-BARRE :::: PENNA.

March 9, 1944

Scholastic Coach
220 East 42nd Street
New York, 17, N. Y.

Gentlemen:

In answer to your letter, I became a high school rifle club instructor twelve years ago. As a rifle enthusiast since boyhood, I decided then that I wanted to teach the boys in my neighborhood how to combine pleasure and safety with firearms — if they wanted to be taught. And they certainly did!

Since that time I have taught rifle shooting to about five hundred boys — to our mutual enjoyment and benefit. As every instructor knows, organized rifle shooting teaches fairness in competition, also the importance of good physical condition. I have even known poor students scholastically to become good ones because of their desire to be eligible for rifle club activities.

My own satisfaction comes from knowing that I have helped boys develop in a sport they can enjoy for the rest of their lives. And right now, of course, there is the added satisfaction of knowing how much pre-induction rifle training can mean to boys in the armed forces.

Yours very truly,

J. G. Dixon
J. G. Dixon

Remington will help you plan the organization of a rifle club and the building of a range. As a starter, we will be glad to send you, free, an interesting, fully illustrated booklet containing instructions on the operation of a rifle club—including informa-

tion on equipment, marksmanship, target shooting, the construction of rifle ranges, and many other subjects of practical interest. Just fill in the coupon and mail it to Rifle Promotion Section, Remington Arms Company, Inc., Bridgeport 2, Conn.



Remington Model 513T bolt action target rifle and Remington 22's with Klean-bore® priming.



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Please send me, free, your Instructor's Manual on the operation of a rifle club.

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804-44

This exhaustive study on minimum equipment standards is reprinted from "Education for Victory," official bi-weekly of the Office of Education.

MINIMUM STANDARDS on EQUIPMENT and SUPPLIES for PHYSICAL FITNESS in SCHOOLS and COLLEGES

[Amounts provide for both boys and girls where activities are participated in by both sexes, and for those activities included in specific school programs]

(1) Minimum Essential Items Using Critical Materials

ITEMS	Total Amts. for Schools, Based on Enrollment				
	0-50	51 to 100	101 to 500	501 to 1000	ea. 1000 above 1000
Indoor equipment:					
Swimming pool equipment, such as ladders, platforms, diving board platforms, and fulcrums	0	0	1	1	1
Climbing poles	1	2	2	4	0
Climbing ropes	2	4	8	8	2
Parallel bars	0	0	1	2	0
Horizontal bars	1	2	2	4	2
Stall bars (3-foot sections)	1	2	4	8	2
Flying and traveling rings (sets)	0	1	1	2	0
Horizontal ladders	1	2	2	4	1
Basketball goals	2	4	12	12	4
Volley ball standards (pair)	1	2	4	8	2
Boxing ring supports	0	0	1	1	1
Climbing ladders	1	1	2	3	1
Jumping standards (pairs)	1	2	3	4	2
Mat hangers	2	8	16	32	4
Mat trucks	0	1	2	4	2
Striking and training bag assemblies	0	0	1	2	1
Outdoor equipment:					
Climbing structures of jungle gym or obstacle course type	1	2	2	3	1
Horizontal (chinning) bars, triple heights preferred	1	2	4	4	2
Horizontal ladders	1	2	2	4	1
Slides, 6- and 8-foot heights only (elementary schools)	1	2	2	4	0
Swing sets with seats in units of two, 8- and 10-foot heights only (elementary school)	1	2	4	5	1
School ground backstops	1	2	4	6	2
Combination apparatus units including only horizontal bars, climbing ropes, climbing poles, ladders, and overhead ladders, or a combination of these items	1	1	2	3	1

(2) Additional Essential Items

Archery:					
Arm guards	2	8	10	20	10
Arrow tips	12	24	24	36	12
Arrows	24	36	48	72	12
Bows	2	4	8	12	4
Bow strings	2	6	10	14	2
Finger tabs (sets)	4	10	20	24	4
Quivers	2	4	8	10	2
Targets	1	2	4	6	1
Badminton:					
Nets	1	2	4	6	1
Rackets	4	5	10	12	4
Racket presses	4	5	10	12	4
Shuttlecocks	12	18	36	48	24
Baseball:					
Baseballs	6	12	18	24	6
Baseball bats	4	6	8	10	2
Baseball mits	1	2	4	4	1
Body protectors	1	1	2	4	1
Catchers' leg-guards (pairs)	1	1	2	4	1
Catchers' mits	1	1	2	4	1
Fielders' gloves	9	9	18	36	9
Home plates	1	1	2	4	1
Pitchers' plates	1	1	2	4	1
Shoes	12	18	36	48	12
Uniforms	12	18	24	36	6
Basketball:					
Basketballs	2	4	10	16	4
Basketball back boards	2	4	8	12	2
Elbow pads	10	12	18	24	6
Goals (complete units)	2	4	8	12	4
Knee guards	10	12	18	24	6
Nets (replacements)	2	2	4	4	1
Shoes	12	18	24	30	6

INSTRUCTION in physical education often suffers for lack of tools. If the development of the human body is to be purposeful and objective, the use of objects in the form of equipment and supplies is essential.

Our present civilization with its demands upon the human organism calls for opportunities to engage in forms of physical activity which will, on the one hand, provide the muscular exercise biologically needed, and on the other hand, provide instruction in motor skills and recreation interests essential to modern living.

The typical picture of a type of instruction in physical education in which a class of 40 boys is taught basketball with only 2 or even 4 balls (8 to 10 are needed) and a class of girls is taught softball with only 4 balls and 2 bats (10 balls and 10 bats are a minimum), is evidence of a failure to appreciate the importance of adequate tools for the job to be done.

The majority of physical education programs in elementary and secondary schools of this country do not have sufficient amounts of facilities, equipment, and supplies. In an effort to help schools to estimate minimum amounts of equipment needed for various activities in physical education there is presented here a table giving suggested minimum amounts of equipment and supplies for schools of different enrollments.

The table has been prepared with attention to essential physical fitness activities for wartime programs and does not contain a complete list of items used in normal physical education programs. The list attempts to provide for both boys and girls in secondary schools.

In the case of items used typically only by girls, amounts in the table apply only to girls. Similarly, in the case of activities usually participated in by boys only, such as football and baseball, amounts apply only to boys. In case of some items, such as baseball uniforms and shoes, amounts provide for school teams only. Equipment for shower and locker rooms is not itemized, and amounts apply to completely equipped units.

The table contains two lists of equipment. The first list, "Minimum Essential Items Using Critical Materials," contain items whose manu-

(Continued on page 33)

APRIL, 1944

17

Official Navy photographs



THE nation's foremost installations feature Medart Physical Fitness Equipment! Why? Because Medart Equipment is designed to take the punishment of a strenuous training program . . . designed with the same high quality standards that have made Medart a "preferred name" throughout America. The War Production Board now authorizes schools and colleges to purchase the following types of equipment for Victory Corps and Physical Fitness programs:

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|-------------------|-------------------------------------|---------------------|
| * Climbing Poles | * Flying and Traveling Rings | * Springboards |
| * Climbing Ropes | * Horizontal Ladders | * Beat Boards |
| * Parallel Bars | * Basketball Goals | * Mats and Covers |
| * Horizontal Bars | * Volley Ball Standards | * Stall Bar Benches |
| * Stall Bars | * Vaulting Boxes | * Maple Wands |
| | * Indian Clubs and Dumbbells (wood) | |

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Free 20-page booklet just off the press describes in detail—with vivid illustrations—all types of Medart Physical Fitness apparatus now available for your Victory Corps Program.

**TRAINING SUGGESTIONS FOR INSTRUCTORS**

Free booklet on "Physical Training," practical suggestions for the instructor by Charles E. Miller, B. Sc., A. M. Gym. Coach University of Nebraska. 72-page book explaining correct uses of gym equipment.

PHYSICAL FITNESS

**The "Must" of all
Athletic Programs**



Your responsibility grows proportionately to expanded physical fitness programs. Today, more than ever, athletic injuries must be held to a minimum.

Foresight, not hindsight, will prevent many incapacitating injuries. Ace Bandages provide rugged elastic support that delays fatigue, enhances natural skill and helps prevent injury.

**USE ACE BANDAGES
FOR PREVENTION OF
ATHLETIC INJURIES**

ACE BANDAGES

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RUTHERFORD, N. J.

SCHOLASTIC COACH MINIMUM STANDARDS ON EQUIPMENT AND SUPPLIES

(Continued from page 16—Concluded on pages 32-33)

ITEMS	Total Amts. for Schools, Based on Enrollment				
	0-50	51 to 100	101 to 500	501 to 1000	over 1000
Uniforms	10	12	18	24	4
Bladders for inflated balls:					
Replacements for each variety	1	2	2	4	1
Boxing:					
Gloves (12 ounce and 14 ounce)	4	8	24	48	12
Head guards	2	4	12	24	6
Shoes	4	8	24	48	12
Striking bags	1	1	2	4	1
Striking bag platforms	1	1	2	4	1
Swivels	1	1	2	4	1
Teeth protectors	2	4	12	24	6
Training bags (canvas)	1	1	2	2	1
Field hockey:					
Balls	0	0	8	12	6
Shin guards	0	0	22	24	8
Sticks	0	0	24	26	12
Football:					
Football balls	4	6	10	12	4
Football goals (pairs)	1	1	2	2	1
Helmets	0	24	36	48	12
Hip and kidney pads	0	24	36	48	12
Jerseys	14	30	40	54	12
Officials' horns	1	1	1	2	1
Shoes	14	30	40	54	12
Shoulder pads	0	24	36	48	12
Trousers	0	24	36	48	12
Gymnastics:					
Bucks	0	0	1	2	1
Climbing ropes	1	2	8	8	2
Chest weights	0	0	0	8	2
Gym shoes	48	100	500	1,000	1,000
Horizontal bars	1	2	4	4	2
Horses	0	0	1	4	1
Inclined and horizontal ladders	1	2	2	4	2
Installation fixtures (ceiling, walls, floors)	(1)	(1)	(1)	(1)	(1)
Mats (3 x 6 feet)	0	0	6	16	6
Mats (5 x 8 feet)	2	4	8	16	4
Mat hooks	2	8	16	32	4
Outdoor apparatus units	1	1	2	4	2
Parallel bars	0	0	1	2	1
Stall bars (3-foot sections)	1	2	4	8	2
Stall bar benches	2	4	8	16	4
Springboards	0	1	2	4	1
Suits	50	100	500	1,000	1,000
Handball:					
Balls	2	6	24	36	12
Gloves	4	4	12	24	12
Ice hockey:					
Hockey goals	0	0	2	4	2
Hockey sticks	0	0	14	26	6
Ice skate shoes	0	0	14	26	6
Protective equipment	0	0	14	26	6
Shin guards	0	0	14	26	6
Inflators and ball repairing equipment:					
(Sets)	1	1	2	2	1
Medicine ball:					
Different weight balls	0	2	8	12	4
Obstacle course:					
Construction hardware	(1)	(1)	(1)	(1)	(1)
Construction materials	(1)	(1)	(1)	(1)	(1)
Climbing poles	2				
Climbing ropes	2				
Ladders	2				
Complete courses	1	1	1	2	1
Lanes per course	2	4	4	4	2
Rhythmic activities:					
Dance clothing (outfits)	0	12	24	36	12
Drums	1	1	1	2	1
Drum beaters	1	1	1	2	1
Pianos	1	1	1	2	0
Electric record players	1	1	1	2	0
Records	12	12	18	24	6
Skiing:					
Skis	0	0	6	12	6
Ski bindings (sets)	0	0	6	12	6
Ski boots (pairs)	0	0	6	12	6
Ski clothing (outfits)	0	0	6	12	6
Ski poles (pairs)	0	0	6	12	6
Ski wax (1 pound)	0	0	4	4	1

¹ As needed for apparatus involved.

FOR TOTAL FITNESS

- ★ *a strong body*
- ★ *a keen, alert mind*
- ★ *teamwork and discipline*

Nearly all you coaches and athletic directors are now busily engaged in building the mental and physical fitness of American youth—a fitness our nation needs, in peace as well as war. Since sports play a major role in your program, it is well to realize that athletes think of fitness in terms of condition. That's why, in your tips on training, you should emphasize the danger of alcohol. Alcohol in any form is a deadly enemy of coordination and general efficiency, and has no place in everyday living and sports training.

How to Use This Poster

The poster that appears on the next two pages will help you put over your training creed. It carries an inspiring message to all students from R. O. Duncan, Director of Health and Physical Education for the State of Illinois.

The poster may be easily removed without in any way damaging your copy of the magazine. With a knife or letter opener, just fold back the staple in the center spread and lift out the poster. Then mount it on your bulletin board where its message may be read by every student.

For additional posters, write direct to this office or use the Master Coupon on page 39.

ALCOHOL EDUCATION

1730 Chicago Avenue, Evanston, Ill.

R. O. DUNCAN

*outlines the
elements of
total fitness
in another
poster on*

**RULE NO. 1
FOR ATHLETES**

STRENGTH, AGILITY, STAMINA





FIGHTING FITNESS



Facts in Alcohol Education For Coaches and Physical Education Directors

alcohol

Is Alcohol a Stimulant?



NO. It is a narcotic, and as such it suppresses or lessens the activity of living matter. By lessening the caution it gives a temporary sense of well-being but over a period of time it acts as a depressant to both mind and body.

Does Alcohol Increase Endurance?



NO. Alcohol saps energy and greatly increases fatigue. The reason for this is that alcohol slows down the removal of lactic acid (the acid formed by sugar in the body every time we exercise) and unless this acid is quickly removed the muscles soon tire.

Is Alcohol Good For the Nerves?



NO. Alcohol seriously upsets the nervous system. It acts as a solvent of the lipoids and as a dehydrant, absorbing some of the moisture in the body which is so essential to proper functioning of the nerves.

Does Alcohol Improve Judgment?



NO. One of the most serious effects of alcohol is on the cortex of the large brain, or cerebrum, which directs our thoughts and actions. It distorts the "messages" which are received from the sensory nerves and also reduces normal "inhibition" or caution.

Does Alcohol Aid Coordination?



NO. It interferes with both voluntary and reflex movements of the body, and completely upsets that "teamwork" between mind and muscle called coordination.

4. No outside competition during the school season.

5. No post-season games or schedules.

6. Strict enforcement of eligibility rules for inter-state and non-public school games.

Sound familiar? Of course. They are part of nearly every state department code. They are the very things that have "made" high school sports—that have given them wholesomeness, vitality and dignity.

How many years ago was it that we had "tramp" schoolboy athletes, wildcat tournaments in which boys played two or three games a day, indiscriminate scheduling, multitudinous all-star and post-season games, and other vicious abuses that made a mockery of the word "sports" and its educational impact?

We got rid of these abuses—through state departments of education, athletic associations, the National Federation and men like Dr. Jones who could see farther than the cash register in the box office.

They've drafted a safe and sane code and they intend to stick by it. Under their guardianship, more boys than ever before are participating in inter-school sports. And they are participating in a healthy environment, under sensible conditions and under college-trained coaches.

"Here Below"

(Continued from page 5)

That's the kind of inter-school competition our state educators stand for. But they recognize this as only a phase, though an integral one, of the physical education set-up. The great mass of students cannot compete in inter-school sports. For these boys, there must be intramural competition. The idea is a game for everybody.

The thing our state-department rappers cannot understand is the need for a physical education program. They cannot see the benefits of fitness exercises, apparatus work and other phases of the program. They apparently are not aware of the fact that these activities have their own specialized function. They are the quickest, most economical means of building agility and strength.

How does a football coach build up his players, for example? With body and wind calisthenics!

When sports and physical education activities are compounded in a school program, you have the ideal setup. Sports alone or physical education alone will not do.

INSOFAR as post-season games are concerned, these generally are persona non grata. Benefit games are particularly ticklish

propositions, especially in war years. There are many worthy causes, and it's tough saying no to any of them.

For instance, the N. Y. sports-writers let out a bleat when the public school athletic league, through its games committee, turned down a benefit Red Cross game between the public and the parochial high school basketball champions.

This particular game struck us as a happy idea. But the games committee rejected it. So the writers howled—at the state department. Yet the city group, as we've pointed out, is practically an autonomous body. That it could have approved the game purely on its own was proven a week later when the decision was rescinded and the game approved by the superintendent of city schools.

Although the games committee acted summarily on the proposal, we can sympathize with their viewpoint. Ordinarily it's bad business making exceptions to rules. You make one exception, two exceptions, and before you know it you have no more rules.

It's an old, old story. Last fall, for example, the South was stricken with an epidemic of proposed post-season and all-star football games. This moved Alabama to draft a rule prohibiting any type of all-star football game.

A terrible thing, isn't it?

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ON ORDERING EQUIPMENT

ATH

SCHOLASTIC COACH

April, 1944

A NATIONAL MAGAZINE FOR COACHES AND DIRECTORS OF HIGH SCHOOL

Dear Coach:

You're doing a swell job. Despite the longer hours, larger classes and limited tools, you're administering the greatest physical fitness program in educational history.

That's a superlative accomplishment. But you can do so much and no more with limited equipment. It is vital, therefore, to consider every means of assuring serviceable equipment. As always, your best bet remains — ORDERING EARLY.

Our manufacturers are beset with myriad problems — curtailed supplies, labor shortages and various restrictions. Some companies are totally converted to war materials. Others are sending their entire sports outputs to the armed forces.

You have been very considerate in the past with their manufacturing and distribution problems. In their present predicament, with all its uncertainties, your continued consideration and cooperation will be more appreciated than ever.

By ordering early, you give the manufacturer a chance to arrange his schedule and to check his supplies. You also assure yourself of getting the equipment, if it is available, on time.

Here is a guide to aid you in ordering equipment: (1) Order early; (2) Avoid fancy trims; (3) Order standard models; (4) Keep your present equipment clean and in good repair — reconditioning helps here; and (5) Accept substitutes cheerfully.

Sincerely yours,

Herb McCracken

G. Herbert McCracken
Publisher

220 EAST 42nd STREET, NEW YORK 17, NEW YORK



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Styles O & OX R & RX
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 FOOTBALLS, AND VOLLEYBALLS

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Coaches' Corner



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 E. 42 St., New York 17, N. Y.

WHENEVER old-time baseball fans gather round for a fanning bee, someone always comes up with a tale about fun-loving Larry McLean, who used to catch for the Giants. Once with a man on second, the batter cracked a line single on which the runner tried to score. He made a desperate slide, raising a cloud of dust. McLean was bowled over and the ball knocked out of his hand. The runner, however, missed the plate.

Noticing this, McLean scrambled after the ball, picked it up and turned to make the tag. Alas, the dust was so thick he couldn't distinguish the runner from the umpire. All he could see were four feet. He tagged each foot as fast as he could and exclaimed:

"I don't know which of youse is the runner, but one of youse is out!"

"Gentlemen," writes A. M. Hooley, physical ed director of St. Mary's College of Indiana, "I have a suggestion regarding the goal-tending menace. It is so simple you may consider it facetious. Maybe a dozen lengthy arguments should accompany it. But I think it stands by itself—'Raise the baskets.' I'll let the experts decide how much."

Woo-Woo Dept. Imagine the amazement of people wandering into the Indiana U. fieldhouse last month to see a bunch of baseball players rhumba-ing to the strains of an accordion! The esthetes were the Cincinnati Reds, indulging in "spring training."

It seems that Manager McKechnie thinks the rhumba is good exercise,

which it is—for certain parts of the anatomy. The big bad Reds finally revolted when some of the soldier-spectators started making vulgar noises.

If you ever get close to a Mepham High School (Bellmore, Long Island) student, never say "Wanna wrassle?" Mepham turns out championship grapplers like OCS turns out second looeys. Its wrestling team tied its first match in 1937 and has never been beaten since!

Ernie Calverley is 5 ft. 10 in., thin as a slice of gum and has a heart murmur. Last April he was discharged from the Army Air Corps with a warning to take it easy. So he returned to Rhode Island State College—and set a new national collegiate basketball scoring record. He averaged over 27 points a game for 20 games!

We're still hearing from coaches anent the record for consecutive state hoop titles. Writes Coach Henry L. Rice, of Fargo, N. D., High: "Although we cannot boast of four straight championships, we've had three in a row and are trying to round out our second triplet this year. Can anybody match our record of ten titles? We won 'em in 1914-22-23-24-26-31-32-38-42-43. Five of these have been under my direction."

From Frank Brickey, athletic director of Arizona State Teachers College, we learn that Mesa, Ariz., High hung up four straight titles from 1924-27, while Duncan High won three straight (1938-40).

Joe E. Gilly, of Harlan, Ky., intimates that basketball-title winning

in his state seems to require heavy specialization. Anyway the last seven basketball champs did not play football. Lexington reeled off three state titles in 1918, 19 and 20; and, together with Du Pont Manual, completely monopolized state play from 1918 to 1925.

Folks in Muskegon, Mich., are mighty proud of their Ike Kepford, star blocking back of the high school in 1936 and 37 and later a standout for Northwestern. Ike made the greatest run of his career recently while piloting a Corsair. In a single dive, he knocked out two Jap bombers, a torpedo plane and a dive bomber. Although he came through unscathed, his plane was riddled with 128 Jap bullets and part of a wing knocked off.

His high school coach, C. Leo Redmond, remembers him as a fellow "who always knocked them down for the other guy—but good. He could also carry the ball, but never had the blockers the other fellows had. A swell kid, he also won letters in basketball and track."

Who says that lightning doesn't strike twice? In Mandan, N. D., High's district tournament, one of Coach H. A. McLeod's boys took a shot that went into the basket, sank clear to the bottom of the net, then popped out again. The officials counted the goal, ruling the net defective.

Two weeks later in the state tournament, on the same floor, McLeod's center, driving in for a set-up, laid the ball up so that it came to rest between the basket and the backboard. With everyone holding their breath for fear of blowing the ball in or blowing it out, the ball naturally stayed put. It was finally knocked off the hoop and a jump-ball called at the free-throw line.

A foul ball landed in the Ebbets Field (Brooklyn) grandstands and a fan, defying wartime custom, was reluctant to give it up for the Service-men's Bat and Ball fund. The razzing was strictly in the Dodger wartime tradition: "T'row dat b-a-a-l-l down" . . . "Yuh 4-F, yuh" . . . Stop robbin' da Ahmy" . . . "Putim in 1-A" . . . "Aw, keep it, ya'll be in the Ahmy nex week." He finally threw the ball away in desperation and was forgiven with "O.K., putim back in tree-aye" (Thanks to *Newsweek*.)

In our book, the 50 points that the great Hank Luisetti poured in against Duquesne some years back still constitutes the record for major college play. Has anybody ever bettered that? We know that Frank Jean, of Hanover, sank 70 points against Louisville last year. But that wasn't in a major league.

During the battle for Tunisia, the crack 1st Division, composed almost entirely of New Yorkers, adopted the

(Concluded on page 31)

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WE are building the bodies of strong American fighting men in camps with Porter physical fitness apparatus. . . . True, almost all our production today is for the U. S. armed forces. But, come V-Day, our factory will again provide America's schools, clubs, parks and playgrounds with America's finest physical fitness equipment. . . . However, WPB has approved release of some items of gymnasium equipment to schools with physical education programs approved by the U. S. Office of Education—in order that American children today may be made strong for tomorrow. List on request.

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THE J.E. PORTER CORPORATION
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A.A.F. SPORTS POLL

BY LT. A. F. BYRNES



This interesting survey on the war's influence on the popularity of athletic activities was made by Lt. Arthur F. Byrnes, director of Cadet Physical Training at the Basic Army Air Forces Pilot School in Coffeyville, Kan. Track fans will remember him as the inter-collegiate and national A.A.U. high jump champion of 1940. After graduating from Manhattan College as an honor student, he taught and coached for two years at Springfield College.

WHAT affect has total war and wartime living had on the accepted values of sports? Have the great emotional changes affected the popularity of the so-called major sports? Has the realization of the importance of physical fitness, muscular strength, agility, and endurance changed the public's attitude toward recreational athletic activities?

The answers to these questions offer a concrete, scientifically accurate and utilitarian basis upon which to build our future programs. It was with this thought in mind that 2,453 aviation cadets at a basic army flying school were asked to name the sport they liked best and which in their opinion contributed most to their physical fitness.

This group was selected because of its homogeneous age level. The men ranged from 19 to 26 and, for the most part, were fresh out of school. Other characteristics were highly heterogeneous. Every state was represented, with educational achievements ranging from grade school diplomas to advanced university degrees. Civilian occupations included everything from lawyer to lumberjack, while athletic experience ranged from professionalism to none.

The men had absolute freedom of choice. They were instructed, however, to pick activities they were familiar with through competition,

not sports they merely liked to watch.

Basketball led the list with a selection percentage of 18.7. The key to its success probably lies in "the simplicity of the rules which allows the novice to quickly understand the game; the possibilities of individuals playing together without holding the long practice drills that are necessary for some sports; the untold possibilities for development of both individual skill and finished team work; the small number of men needed to make up a team; the possibility of playing in a very small space; and the low cost of equipment."

Next on the list was swimming, which accounted for 11.8% of the total. Its popularity can be readily attributed to the fact that all ages can enjoy it; it is easy to learn; it can be used successfully in mixed groups; skills vary from simple to highly complex and it can be enjoyed at all levels of learning.

Third choice was football, with 11.4%. Cadets thought that its body contact aspects best prepared them for actual combat conditions. Surprisingly enough, contact football is not engaged in by cadets during their training period.

The great American pastime, baseball, garnered 8.4% of the total to place fourth. Traditionally popular, it is not utilized as widely as is generally believed in the Air Forces Physical Fitness Programs. Standing in the outfield inning after inning with relatively little or no activity hardly contributes to physical fitness. Activities such as cross-country running, in which the

Ernest B. Smith, "Basketball (Intramural)," *Sports For Recreation*, Edited by Ernest D. Mitchell, New York: A. S. Barnes and Company, 1936, p. 43.

APRIL, 1944

29

individual is busy all the time, are quicker, more economical means of conditioning.

Volleyball accounted for 7.9% of the choices in placing fifth. Extensively used in schools and service programs alike, it is easy to learn; rules are simple; skills and techniques are acquired without difficult or intensive training; age does not hamper technique. Unlike games of higher organization, enjoyment and benefit does not directly depend upon skill. The mediocre player derives the same returns, both physically and mentally, as the expert.

In sixth position with 6.4% was softball, the game that is constantly increasing in popularity. First called indoor baseball, it has grown over the entire nation until it has gained "a participation that is probably not excelled by any organized team game."²

The advantages of the game are many and in them lie the answer to its sensational success. It is interesting to play; it is similar to our "national game"; equipment needs are small; it is scientific; it calls for coordination and timing; and it has a good carry-over value.

With the possible exception of volleyball, the seventh selection—six-man football (4.8%)—is the most utilized athletic activity in the strenuous cadet sports program.

As softball is an outgrowth from baseball, so is six-man an adaptation of football. Its chief points of attraction are: the fact that it is football on a smaller scale; it is safer and faster than football; opportunities for development are unlimited.

The summary and conclusions may be listed as follows:

1. The favorite sports of American youth are not baseball, football and basketball in order, as is popularly believed, but basketball, swimming and football.

2. Diversification of interests is revealed in the fact that 29 athletic activities were mentioned.

3. Four of the first seven sports choices were invented, devised or developed in the past 50 years, indicating that modern sports are more popular than the traditional ones.

4. Of the first ten sports chosen, six were team, three were individual and one was a dual sport.

5. Of the total number (29), ten were team sports, thirteen were individual and six were dual activities.

6. Team games accounted for 60.6% of the total; individual sports, 30.5%; and dual activities, 8.9%.

²Arthur T. Noren, *Softball*. New York: A. S. Barnes and Company, 1940, p. 11.

SPORTS-POPULARITY SURVEY

Sport	Votes	Percent	Sport	Votes	Percent
1 Basketball	459	18.7117	16 Gymnastics	28	1.1459
2 Swimming	290	11.8222	17 Wrestling	27	1.1006
3 Football	282	11.4961	18 Skiing	24	.9783
4 Baseball	207	8.4386	19 Bowling	22	.9687
5 Volleyball	194	7.9087	20 Weight Lifting	19	.7745
6 Softball	158	6.4410	21 Fencing	18	.7338
7 Six-Man F'tball	119	4.8104	22 Archery	15	.6114
8 Track and Field	111	4.5250	23 Sailing	15	.6114
9 Tennis	108	4.4027	24 Cycling	14	.5707
10 Hunting	103	4.1989	25 Crew	13	.5299
11 Golf	67	2.7313	26 Badminton	9	.3668
12 Hockey	48	1.9567	27 Skating	5	.2038
13 Equestrian	30	1.2148	28 Soccer	5	.2038
14 Boxing	30	1.2148	29 Polo	4	.1630
15 Handball	29	1.1922			

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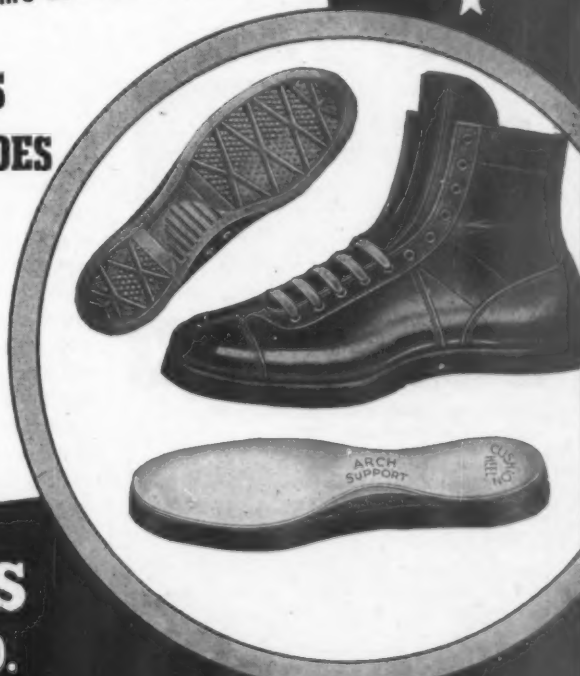
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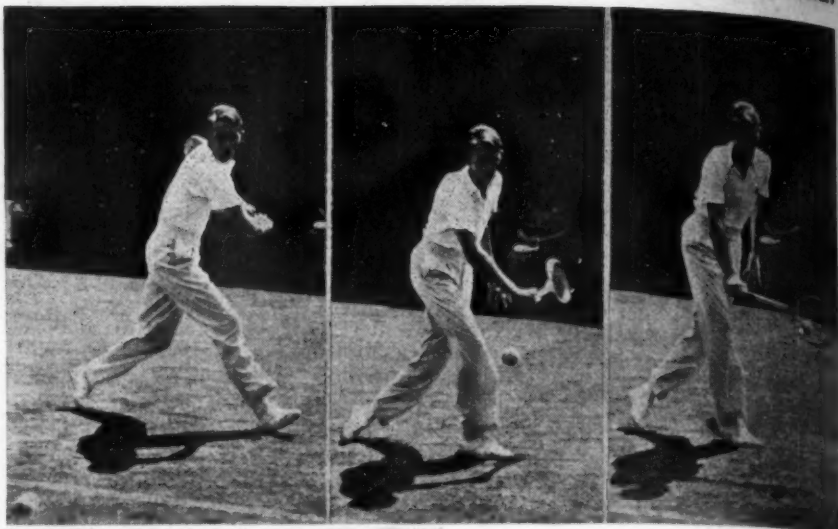
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City _____ State _____



ACCURACY ON THE BACKHAND

By Cpl. John Kraft, Jr.

Before "corporal" was prefixed to his name, Cpl. John Kraft, Jr., athletic instructor at Ft. McPherson, Ga., contributed numerous tennis articles to "Scholastic Coach" from his instructor's position at the Memphis Country Club.

WHILE a backhand can and should be hit with considerable speed, the accent should be more on accuracy of placement. The real hard hitting ordinarily should be left to the forehand.

The Eastern backhand offers a particularly fine method of stroking. It allows the player to make returns on all hitting planes with equal facility and effectiveness.

The grip is the first consideration. From the shake-hands-with-the-racket forehand grip, the hand is moved about a quarter turn to the left so that the knuckles of the first and second fingers show on top of the handle.

Bear in mind that the swing from the left side is an unnatural movement. Because of this, every element contributing to the success of the stroke must be given additional time and consideration.

As the ball leaves the opponent's racket, an early decision should be made as to which stroke will be used for the return. If the backhand is selected, the question of footwork immediately arises.

Assuming that the ball is some distance to one's left, it is wise to employ full strides to the return area. Upon reaching this area, the player should change to short, quick steps, which are adaptable to maneuvering into correct hitting position.

Again and again, backhand re-

turns are lost simply because the player reaches the desired position too late. Not having time to arrange his footing, he is forced to stroke the ball off balance.

With concise, brisk steps, the player is not likely to forfeit the point through awkward, unorthodox footwork.

As he advances to the ball, he should begin his backswing, timing it with the descent of the ball and attaining the extreme position as the ball contacts the ground.

Upon arriving at arm-and-racket-length from the ball, he should comfortably advance the right foot. The weight is first thrown upon the left or rear foot, but it moves forward with the stroke.

If correct body balance has been maintained, it will be found that the greatest hitting power lies between the height of the back stroke and the completion of the follow through. Maximum speed is gained when the ball is contacted at this point, without sacrifice of accuracy. By flexing the legs at the knee articulations, a stability and control is added that reduces the percentage of errors.

After contact, the weight comes forward. The final destination of the return is determined by continuing the face of the racket in the direction of the intended flight. The smooth, socket motion of the shoulder joint imparts a natural forward and descending action to the return, eliminating the necessity for additional topspin.

If you're interested in enrolling your school in an intramural tennis tourney, see coupon on p. 40.

"Coaches' Corner"

(Continued from page 26)

Brooklyn Dodgers as "their team." But after the Sicily campaign their boss, Lt. Gen. Omar Bradley, told a press conference, "Thank God for the St. Louis Cardinals." Somebody asked the general what he meant by that remark.

"The fact that the Cardinals knocked the Dodgers out of the pennant race," Bradley explained, "shortened the conquest of Sicily by about two weeks."

When Heywood Broun was at the height of his brilliant newspaper career with the New York World he was introduced to Knute Rockne, who had just turned out an unbeaten team.

"Glad to know you," effused the dynamic Rock, always ready to charm a newspaper man, "I never miss a line of your stuff in the Journal."

"Thank you, Mr. Rockne," retorted Broun gravely. "And let me tell you that I always enjoy seeing your Yale basketball teams in action."

One coach who must be glad the basketball season is over is H. T. Freiman of Reedsburg, Wis., High. His practice sessions were a nightmare. On his ten-man squad, he had four Johns and three Jims. To make it worse, his manager was a John and

when H. T. went home there were two kids to be amused—their names were John and Jim!

Probably the smallest schoolboy quintet in the country last season was Chariton, Iowa, High, which averaged about 5 ft. 6 in. in height. Yet they won eight of 19 games and in 13 of them, reports Coach Albert H. Crocker, the winning margin was five points or less. Five games were decided by one point.

A distinguished 25-year coaching career came to an end last month when "Ump" Tewhill resigned his coaching duties at Horace Mann School in New York because of ill health. Among his epic feats was going through the 1934-35 school year with but one defeat—in basketball. Both his baseball and football teams were unbeaten.

When Lord Vinsittart, the British diplomat, visited America, he spent a few days at West Point. There he was shown the maps, laboratories, Radar work, chemical warfare experiments, and every secret device being used by the Army.

One morning he took a walk around the West Point grounds alone. He walked through the gardens, through

the cavalry field, across the encampments, until he finally came to the football field. He was about to enter it, when some guards stopped him. "Sorry, sir, but no visitors," they told him.

The British official, who had just learned practically all our military secrets, identified himself, but the guards still barred his way. "Something secret going on there," he was told, "and no outsider may see it."

"But what is it?" asked His Lordship. The guard looked around stealthily, then whispered, "Secret practice for the Navy game."

The idol of the Detroit youngsters in the old Bennett Park days was Sam Crawford, not only for his bat magic but for his practice of taking as many kids as he could through the press gate.

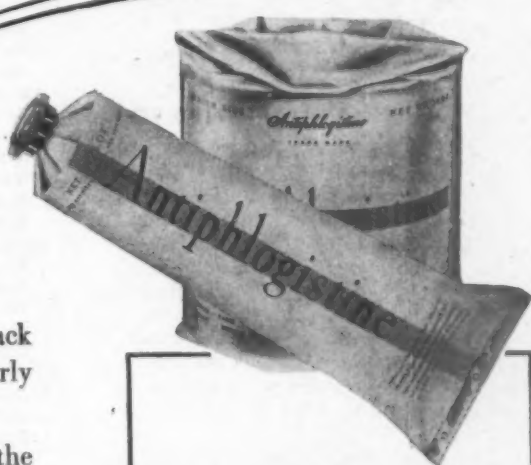
"Sorry, Sam," said the man at the gate one day, "I have orders to admit you alone—no one else." Sam turned to the youngsters. "Boys," he said, "I'll be at batting practice in 30 minutes—just wait outside."

That noon Crawford fouled exactly 13 balls over the fence, and a boy came in with each recovery.

George Washington High, of Los Angeles, is something of a big league incubator. It has turned out six big-time ball players: Mickey Owen and Cliff Dapper, Dodgers; Lou Stringer and Steve Mesner, Cubs; and Bobby Doerr and Roy Partee, Red Sox. Latest Washingtonian to make good is Al Lyons, of the Yankees.



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ST. LOUIS NEW YORK

ITEMS	Total Amts. for Schools, Based on Enrollment				
	0-50	51 to 100	101 to 500	501 to 1000	over 1000
Soccer:					
Balls	4	6	12	18	4
Shin guards (pairs)	12	12	24	24	6
Shoes	0	12	30	36	6
Uniforms	0	12	24	36	6
Softball:					
Balls	6	10	12	24	6
Bases (set of 3)	1	2	4	8	1
Bats	4	6	12	18	4
Catchers' masks	1	2	4	8	1
Gloves	2	4	8	16	2
Home plates	1	2	4	8	1
Sweat suits:					
Pants	0	12	36	48	12
Shirts	0	12	12	48	12
Swimming:					
Caps	0	0	50	100	25
Chlorine (pounds)	0	0	10	25	15
Diving boards	0	0	2	4	0
Ear stoppers	0	0	12	24	6
Nose clips	0	0	6	12	4
Platforms and towers	0	0	1	2	0
Suits	0	0	150	250	25
Water-testing materials	0	0	1	1	0
Table tennis:					
Nets	2	4	6	8	1
Net supports	2	4	6	8	1
Paddles	6	18	30	36	4
Ping pong balls	12	24	24	36	12
Tables	2	4	6	8	1
Tennis:					
Balls	0	12	24	36	12
Nets	0	1	2	4	2
Posts (sets)	0	1	2	4	2
Rackets	0	6	10	20	10
Racket presses	0	6	10	20	10
Racket stringing material	0	2	4	6	2
Shoes (See gymnasium shoes)	0	0	0	0	0
Track and field:					
Cross bars	6	12	18	18	6
Discus	1	1	2	2	1
High jump standards (pair)	1	1	2	2	1
Javelins	2	3	4	6	1
Hurdles (low and high)	0	0	22	90	12
Jumping shoes	4	6	12	18	6
Pole vault standards (pair)	1	1	1	2	1
Stop watches	1	1	2	4	1
Suits	12	18	24	36	12
Substitute for shot	1	1	2	4	1
Track shoes	12	18	24	36	12
Vauling poles	2	3	4	6	1
Volley ball:					
Balls (fabric, rubber)	4	6	12	16	4
Nets	1	2	4	8	1
Standards (pair)	2	2	4	8	1
Water polo:					
Balls	0	0	2	4	2
Goals	0	0	2	2	0
Wrestling:					
Mats	0	0	2	4	1
Shoes	0	0	12	18	6
Suits	0	0	12	18	6
Miscellaneous:					
Bleacher repair materials	0	0	1	1	1
Back and leg dynamometer	0	0	1	1	0
Bean bags	12	18	24	36	6
Calipers, steel	0	0	2	2	0
Calipers, wood	1	1	2	2	0
Chest tapes	2	4	8	12	0
Corrective gymnasium equipment	0	0	1	2	0
Darts (sets)	1	2	4	8	2
First aid cases, kits and supplies	1	1	2	3	1
Golf clubs (sets of 4)	0	0	12	48	6
Hand dynamometer	0	0	1	2	0
Horseshoe and stake (sets)	1	2	2	8	2
Indian clubs	0	12	48	48	6
Locker room equipment (complete)	1	1	2	3	1
Lunger	0	1	2	2	1
Pistols	1	1	1	2	1
Pool cleaning equipment	0	0	1	1	1
Protective wall mats	0	0	(²)	(²)	(²)
Scales	1	2	2	2	2
Shower equipment (complete)	1	1	2	3	1

² As needed.

Equipment Standards

(Continued from page 16)

facture has been approved under War Production Board Order No. M-126, as amended. The second list contains additional essential items.

The table is intended as an aid to schools in deciding how much of certain items of equipment should be on hand for activities included in a given physical education program. Not all of the activities or equipment listed will be used necessarily by any one school.

Any school which is conducting a physical fitness program of the type advocated by the U. S. Office of Education is eligible to purchase certain items of equipment listed for manufacture under War Production Board Order No. M-126 as amended. It is not necessary that programs of individual schools be approved by the U. S. Office of Education. The War Production Board advises this Office that ratings for required materials are granted to manufacturers with the understanding that they do not request priority ratings from purchasers. It is not necessary to file any form to obtain priority assistance for purchasing equipment listed below.

The procedure to pursue in ordering is as follows:

1. Place your order with any firm that can supply the item.

2. Place on your order the following statement: "This equipment is needed for participation in a physical fitness program advocated by the U. S. Office of Education."

The list of items now approved for physical fitness programs is as follows:

Swimming pool equipment—such as ladders, platforms, diving board platforms, and fulcrums;

Climbing poles;

Climbing ropes;

Parallel bars;

Horizontal bars;

Stall bars;

Flying and traveling rings;

Horizontal ladders;

Basket ball goals;

Volley ball standards;

Boxing ring supports;

Climbing ladders;

Jumping standards;

Mat hangars and mat trucks;

Striking and training bag assemblies;

Climbing structures of jungle gym or obstacle course type;

Slides, 6- and 8-foot heights only;

Swing sets with seats in units of two, 8- and 10-foot heights only;

School ground backstops;

Combination apparatus units including only horizontal bars, climbing ropes, climbing poles, ladders, and overhead ladders, or any combination of these items.

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Mass Games

(Continued from page 12)

Out-of-bounds balls are put into play in various ways. The opposite team may throw the ball into the playing field, but not to a teammate, or both teams may be lined up ten or twenty yards apart, facing each other and the ball thrown or rolled between them. This latter method makes for more contact play and is liked better by the boys.

The instructor need not be too concerned about the rules since the boys will usually suggest what style of play they prefer at the beginning of the game. He should, however, make sure their ideas conform to the weather and playing conditions. Our first concern is the welfare of every boy; hence, we must regulate the play in accordance with safety rules. Although the game involves a rugged style of play with lots of body contact, we have had no serious injuries in the year and a half we have played it.

Usually we play this game with a soccer ball. However, a football has been used and the boys have learned some very agile footwork.

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Also included in our mass-game program are many of the contests recommended in the Victory Corps manual such as: Speed Ball, Broncho Tag, Circle Bombing, Bull Dozing, and relays like the Wheel Barrow, Crab Walk, Leap Frog, Mounted Wrestling with half the class pitted against the other half in a free for all, Rooster Fighting, and, on soft grass, Commando Wrestling.

In the latter contest, an area is marked off to represent a ring. The class is divided into two equal groups, with everybody removing their shoes.

The groups face each other in the ring, assuming a position on hands and knees about two yards apart. At the signal, each man attempts to force his opponent completely out of the ring and, thus, out of the contest. The forcee must maintain some contact with the ring or he, too, is out.

After eliminating an opponent, the forcee may return and help a teammate with his opponent. The contest continues until all the members of one team have been ejected. It is a rugged game, a great body builder and tremendously appealing to the boys.

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NATIONAL FEDERATION NEWS

MASSACHUSETTS is now a member of the National Federation, raising total Federation membership to 39. Action of the Massachusetts High School Principals' Assn. followed a study of a "Committee of Eighteen" which investigated the values of Federation membership and then recommended that application be made.

The officers of the Massachusetts Assn. are William D. Sprague, Rowley, R.F.D., secretary-treasurer, and Payson H. Reed, Whitinsville, president.

Handbook: A new edition of the National Federation Handbook will be ready this month. This book will contain the Federation Constitution and By-Laws, a directory of state high school association officers and board of control members, data relative to national high school activities, and a statement of some of the policies of the Federation. The book, which will be illustrated with diagrams, charts and tables, will be supplied to all state high school offices.

Sports Equipment: Basketball backboards and supporting structures may now be secured by school men desiring to modernize their basketball courts or to add cross-court equipment. A reasonable number of basketballs and footballs are also available. Scarcity of rubber cement prevents the manufacture of any of the molded-type balls. So, for the most part, schools and other civilian groups will have to depend on sewed-type balls.

Rules Publications: The Federation football rules publications for 1944 will be available about May 1 and the basketball publications later in the month. These books are: Football Rules, Football Play Situations, Official Six-Man Football Rules and Handbook, Official Basketball Rules (Federation edition), Basketball Play Situations, and Basketball Game and Administration Handbook, Volume II.

The latter booklet is new. It is primarily for use by players. It will contain detailed comments on the 1944-45 rules insofar as they affect the player, as well as study material designed to increase the player's knowledge of the game's philosophy and to awaken him to his part in promoting good game administration.

Distribution in each state will be through the high school association office. Member school athletic departments will be able to secure the books at cost.

Track: The recently issued supplement to the Track and Field Rules calls attention to a proposed method of starting distance races when there are many entries. The track around the first turn is marked in alleys, each of which is made up of several lanes. The starting marks are staggered for each group of runners, and each competitor must remain in the alley for his group until he has rounded the first turn.

Secretary E. A. Thomas, of Topeka, Kan., is anxious to hear from men experimenting with this method.

Baseball: The war has affected baseball more than any major sport. Early closing of the school term and the practice of working after school hours and on Saturdays have been largely responsible. But despite these handicaps, the strong baseball states have found ways of continuing a good program.

High school organizations are working with independent and professional baseball authorities to secure maxi-

mum cooperation in maintaining a healthy school program. These efforts may result in the elimination of many of the eligibility difficulties which have arisen in the past because of the tendency of certain baseball groups to make contracts with schoolboys and to promote clinic activities jeopardizing their amateur standing.

Kentucky: The Athletic Assn. voted 239 to 3 in favor of amendment giving the president authority to waive certain eligibility rules for boys honorably discharged from military service, provided they enter school not later than 20 days after the beginning of the semester immediately following date of discharge.

—H. V. PORTER



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A. S. BARNES & COMPANY
67 West 44 Street Dept. SC
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New Books

ENCYCLOPEDIA OF SPORTS. By Frank G. Menke. Pp. 256. Illustrated—drawings. New York: A. S. Barnes & Co. \$3.

If you're interested in the origin and evolution of sports, here is your book. In it is told the story of every sport under the sun.

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For illustrations there are some some very nice spots by Willard Mullin.

BADMINTON AND TENNIS STROKES. Pp. 23. Illustrated—free-line drawings. Chicago: The E. P. Juneman Corp. Free.

HERE'S a helpful little booklet on fundamental tennis and badminton instruction. Outlined tersely and clearly are the forehand and backhand drives, service, volley, overhead smash, chop stroke and lob in tennis; and the grip, footwork and court covering, the basic strokes and the service for badminton.

For your copy write The E. P. Juneman Corp., 1100 W. 47 Place, Chicago, Ill.

Naval Aviation Physical Training Manuals: MILITARY TRACK (\$2), pp. 175; **SWIMMING** (\$2.25), pp. 325; **GYMNASTICS AND TUMBLING** (\$3.25), pp. 472. Illustrated—photographs and drawings.

Military Track offers a complete treatise on this new popular wartime activity. It outlines facilities, including complete working diagrams of the track, field and obstacle course; class organization; the details of running, obstacle running and hurdling; supplementary drills and competition; grading; and the coaching of track.

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McGRAW-HILL BOOK CO., INC.
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Softball's Defensive Strategy

(Continued from page 9)

fore opening up with any stuff. This not only allows the batter to get his stride, but gives the pitcher the necessary loosening-up.

Strategy is of very great importance in pitching and can be developed only through close collaboration between the pitcher and his catcher. It is the duty of the catcher to: watch closely the stance taken by the hitter; study his swing; familiarize himself with the pitcher's weaknesses and his strong points; note whether or not any bases are occupied.

It is a well-known fact that most free-swinging or long-distance hitters can often be fooled with a change-of-pace and are prone to hit low pitches into the ground. Therefore, it is unwise to pitch high to this type of hitter.

Most punch hitters do not like a high ball. As a rule, however, they have fewer weaknesses than the free swinger and ordinarily follow the ball better. It is necessary to mix 'em up more for them.

The choice of what to throw and when to throw it should be left entirely up to the catcher. Pitchers should be discouraged from shaking off signs. But there are times, of course, when shaking off is permissible, particularly if the pitcher feels he is unable to make the ball work properly or if he has noticed some slight peculiarity about the hitter that has escaped the catcher.

Crossing up the catcher should never be permitted. Many times this will throw the infield out of position and result in a base hit. It also may prove injurious to the catcher. For instance, if he has signaled for a change of pace and is set for that pitch, a curve ball may very easily catch him unawares and break a finger or hand.

As an illustration of pitching strategy, let us assume there are two outs, men on first and third, and the score tied. The game is in the late innings with the third and fourth hitters coming up.

Ordinarily the man batting third in the line-up is a straightaway, hard-to-fool type of hitter. I would instruct the pitcher to pass him purposely, filling the bases and making possible a force at every bag. This brings to bat the fourth hitter who, while usually a slugger, is ordinarily not so hard to fool as the No. 3 man.

The first pitch should be a low inside drop as near the corner and

as close to the knees as can be possibly thrown. If the ball is a strike, another pitch to the same spot is advisable. If a ball, it would be well then to come through with a burning fast ball about the knees and possibly across the outside corner. It is well to remember that each of the first two pitches must be kept on the corner. Any bad pitch at this stage of the game might prove

fatal; so, until the pitcher is definitely in a hole with two balls and no strikes, it is not advisable to use a fat pitch.

It is also dangerous to give the clean-up type of hitter a high ball. But if it is kept slightly above the waist and close inside, he is apt to meet it on the handle for an infield out. If, after the first two pitches, the count is 2-0 or 1-1 this is a good pitch.

However the majority of pitches should be kept low, to force the batter to hit into the ground.

The change of pace is a very fine strategic pitch. When used judi-

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SCHOLASTIC COACH BOOKSHOP
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ously during the game with the batter in the hole, it will probably cause him to swing wildly or pop up. With men in scoring position, however, it is a dangerous pitch. And it is never sound pitching policy to throw a change-of-pace ball to a weak hitter. Of course, game conditions themselves are the governing factors in the strategy used by the pitcher and catcher.

In deploying the infield, the type of pitcher is a major consideration. With a slow or medium fast-ball pitcher, the infield should play to the left of the normal position. For a fast-ball pitcher, they should be placed straight away, i.e., the first baseman approximately 5 feet to the left of the bag and 8 or 10 feet behind the base line. The second baseman, about 20 feet to the right and at about a 45° angle from second base, with the shortstop in a similar position on the left side of second base. The third baseman should play reasonably close to the third-base line, since drives down third are usually very fast and must be fielded in a hurry or not at all. The shortfielder is positioned according to the situation, which will be discussed later.

Cut-off plays

Two types of cut-off plays are used extensively in softball, the most common being the return of an infield grounder to the catcher on an attempt to score. In setting the defense for this play, the first and third basemen move to a position approximately even, or slightly in front of, the base lines. The second baseman and shortstop move to the inside of the base line and play in a straight-away position, while the shortfielder deploys within a foot or two of second.

This is one of the most exciting plays in the game. In baseball, there is usually ample time for the runner to delay slightly his break for home, in order to get the infielder to throw to first, but in softball he must be under way with the crack of the bat or he doesn't stand a chance of making it.

His movements may be observed from the corner of the infielder's eye. If he makes no attempt to score, there is plenty of time to catch the runner at first.

On all cut-off plays, the catcher should crouch low over the plate, with his left foot protecting it. This prevents the runner from successfully hook sliding and avoiding the tag. The throw to the catcher should be low and to the third-base side of the plate, which helps him make

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APRIL, 1944

39

a quick tag and enables him to absorb the shock of a sudden collision.

The second cut-off play is used on an attempted double steal with men on first and third. The shortfielder takes a position alongside of second base, either a little to the right or left, depending on the hitter, and takes the throw from the catcher. He is then in good position either to return the throw to catch the man attempting to score or to tag the runner coming down from first.

Alert handling by the shortfielder often pays off in double plays. First he should quickly note whether or not the runner on third is attempting to score. If he is not, the shortfielder should charge toward first to trap the other runner—all the while watching the man on third. If the latter still stays put, and the trapped runner attempts to return to first, the ball should be thrown to the first baseman for the tag out.

Oftentimes, the play to first will encourage the runner to make a dash for home. Hence, after the tag-out at first, the first baseman should immediately get into position to throw home. With proper timing and execution, this play will pay big dividends in double outs.

The shortfielder

In my opinion, the shortfielder is, with the exception of the pitcher, the most important cog in the defense. He is, in effect, a rover and is used as an infielder, a short-outfielder, or in extreme cases, as a fourth outfielder.

With nobody on base, the Deep Rock Oilers have found it most expedient to use him in the short-outfield position, ranging from the third-base line to the first-base line, depending upon the type batter as well as the type pitcher, i.e., slow or fast. Playing in this position, he has cut down many line-drive hits that might have gone through the outfield defense for two or three base drives.

With men on base, it is well to use him as a fifth infielder, playing almost directly behind second base where he is in a position to pivot or start double plays; handle cut-offs; and direct the throw of the second baseman or shortstop, should one of them field a batted ball.

It has been my practice to use the shortfielder exclusively as the pivot in double plays. I have found this to be of value, owing to the fact that he can get into position for the throw much more quickly than either the second baseman or shortstop. He can get to the bag, stop

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ON PAGE 40 OPPOSITE THIS SPACE ARE OTHER LISTINGS AND FORM FOR SIGNATURE

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and take the throw from the fielder.

This eliminates the possibility of overrunning the bag or colliding with the runner. The latter possibility is very great where the second baseman or shortstop pivot on the play, because of the short distance between bases. The shortfielder, standing flat-footed with the left toe on the outside corner of the bag on the third-base side, is in excellent position to move out of the runner's path and throw to first without interference from the runner.

The shortfielder is rarely used as a fourth outfielder. However, in the late innings of a game with a man or second, the shortfielder may join the regular outfielders in close to form an almost impregnable defense against a run scoring on a line-drive single. This defensive maneuver, however, should be used only when the runner on second represents the winning run.

While I believe this player to be the most important man in the field, it has long been my opinion that his position should be eliminated. I have noticed that when two top-notch pitchers meet, the shortfielder reduces scoring to a minimum. Eliminating him would give the game new offensive appeal—which it can use.

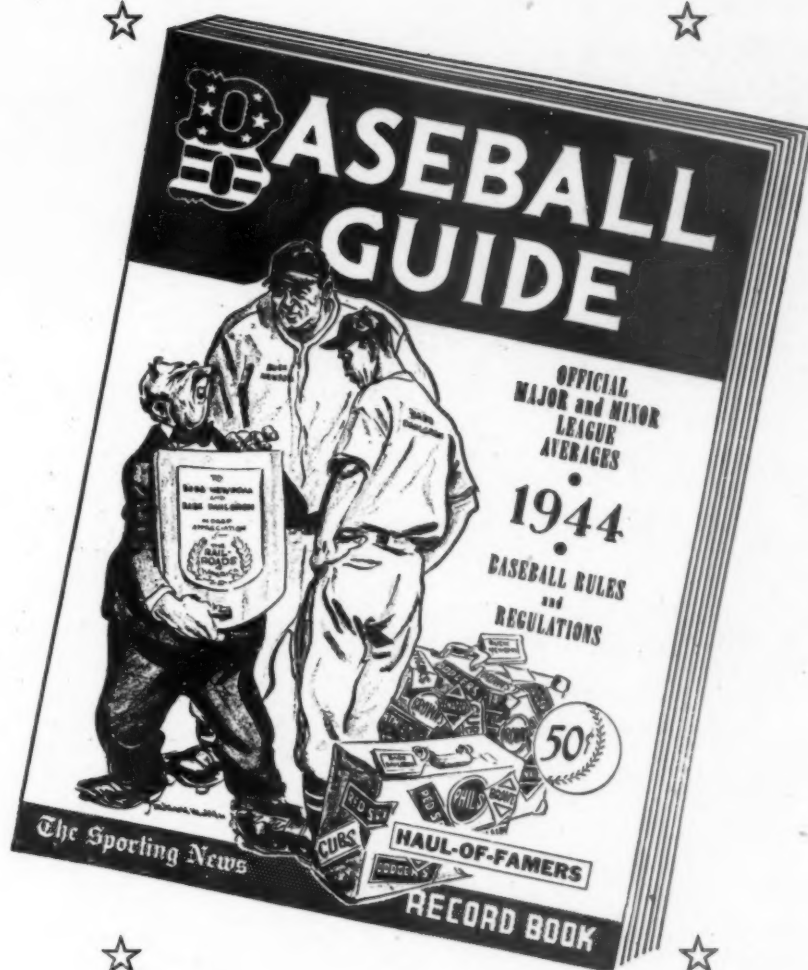
The role of the outfielder is most important, of course, but in deploying the players, there are many angles to consider. Chief among these is whether the pitcher is fast or slow. In Class A softball, I have found it best to play the outfielders straight away, each player shifting according to his ability to move right or left, his knowledge of the batter, the possible play in view with respect to runners, etc.

If the catcher's signals are relayed along by the second baseman and shortstop, the outfield may set itself for certain pitches. The step or so advantage thus gleaned may spell the difference between a put-out and an extra-base blow.

In preparing this article, I have attempted to touch on items of practical interest. The method of playing each individual position has not been closely dealt with for the reason that that in itself is a treatise. The extra inch stretch of the first baseman, the agile footwork of the infielder and many other important items are developed only through constant practice.



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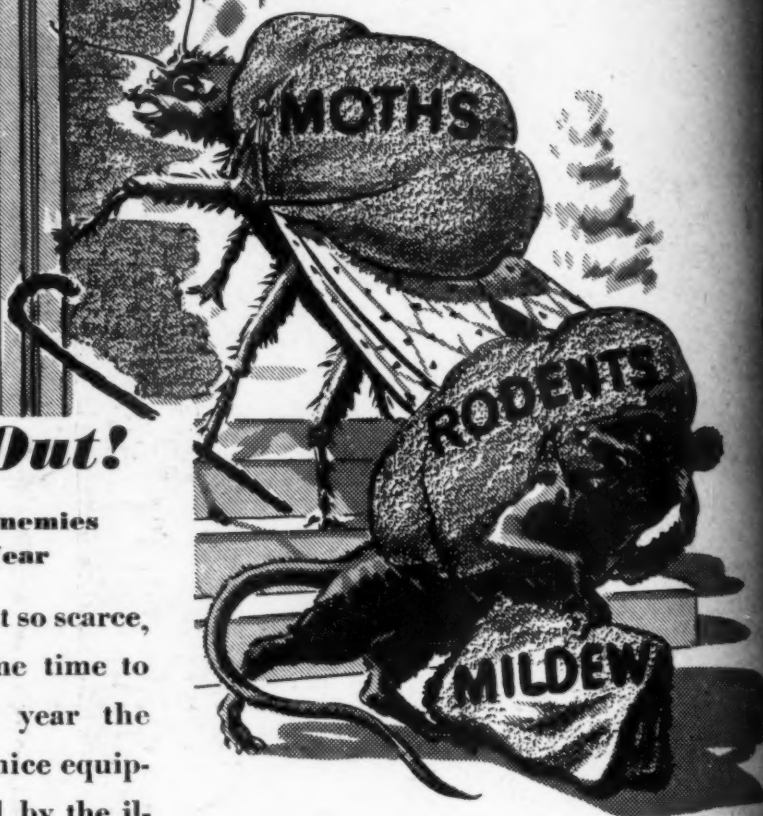
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